

# Title II of the Higher Education Act

## Institutional Report

### APPENDIX C

#### Annual Institutional Questionnaire on Teacher Preparation:

**Academic year: 2001-2002**

Office of Postsecondary Education, U.S. Department of Education

**Report Year 3:** (Fall 2001, Winter, 2002, Summer 2002)

Institution name:	Southeast Missouri State University		
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### Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

### Section I. Pass rates.

**Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program**

<i>Table C-1</i>	<i>HEA - Title II 2001-2002 Academic Year</i>
<b>Institution Name</b>	Southeast Missouri State University
<b>Institution Code</b>	6655
<b>State</b>	Missouri
<b>Number of Program Completers Submitted</b>	264

Number of Program Completers found, matched, and used in passing rate Calculations <sup>1</sup>	262				Statewide		
Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
<b>Professional Knowledge</b>							
<b>Academic Content Areas</b>							
Art: Content Knowledge	133	4			96	95	99%
Biology: Content Knowledge, Part 1	231	7			62	58	
Chemistry: Content Knowledge	241	1			15	14	93%
Early Childhood Education	020	28	28	100%	295	288	98%
Earth Science: Content Knowledge	571	2			6		
Education in the Elementary School	010	1			3		
Elem Edu: Curriculum, Instruction, and Assessment	011	121	114	94%	1679	1606	96%
English Lang., Lit. and Comp. : Content Knowledge	041	11	11	100%	192	191	99%
Mathematics: Content Knowledge	061	5			97	91	94%
MS English-Language Arts: Content Knowledge	049	1			31	30	97%
MS Mathematics: Content Knowledge	069	7			51	49	96%
MS Science: Content Knowledge	439	1			39	97	95%
MS Social Studies: Content Knowledge	089	1			41	40	98%
Music Education: Content Knowledge	113	10	10	100%	124	124	100%
Physical Education: Content Knowledge	090	12	12	100%	214	205	96%
Social Studies: Content Knowledge	081	14	14	100%	276	270	98%
Spanish: Content Knowledge	191	2			30	27	90%
<b>Other Content Areas</b>							
Business Education	100	6			64	64	100%
Speech Communication	220	2			28	28	100%
Technology Education	050	1			8		
<b>Teaching Special Populations</b>							
Special Education	350	9			171	165	94%
Speech-Language Pathology	330	25	20	80%	92	84	91%

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program			
<b>Table C-2</b>	<b>HEA - Title II 2001-2002 Academic Year</b>		
<b>Institution Name</b>	Southeast Missouri State University		
<b>Institution Code</b>	6655		
<b>State</b>	Missouri		
<b>Number of Program Completers Submitted</b>	264		
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	262		
	Statewide		

<i>Type of Assessment<sup>2</sup></i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills						
Aggregate - Professional Knowledge				10	9	90%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	228	219	96%	3275	3155	96%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	9			156	156	100%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	25	20	80%	270	256	95%
Aggregate - Performance Assessments						
<b>Summary Totals and Pass Rates<sup>5</sup></b>	262	248	95%	3711	3575	96%

<sup>1</sup> The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

<sup>2</sup> Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

<sup>3</sup> Number of completers who took one or more tests in a category and within their area of specialization.

<sup>4</sup> Number who passed all tests they took in a category and within their area of specialization.

<sup>5</sup> Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

## **Section II. Program information.**

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2001-2002, including all areas of specialization.

1. Total number of students enrolled during 2001-2002: **1011 undergraduate**

B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2001-2002? **267**

3. Please provide the numbers of supervising faculty who were:

**5** Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

**0** Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

**13** Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third

category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2001-2002: 18

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): 267/18=14.83
5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 3.5 hours. The total number of weeks of supervised student teaching required is 15. The total number of hours required is 525 hours.

C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?  
X Yes        No
7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)?        Yes X No

NOTE: See appendix A of the guide for the legislative language referring to "low-performing" programs.

### **Section III. Contextual information (optional).**

**A. Please use this space to provide any additional information that describes your teacher preparation program(s).**

<i>Table C-1</i>		<i>HEA - Title II 2001-2002 Academic Year</i>						
<b>Institution Name</b>	Southeast Missouri State University				<b>Alternative Program Completers</b>			
<b>Institution Code</b>	6655							
<b>State</b>	Missouri							
<b>Number of Program Completers Submitted</b>	18							
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	18							
<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<b>Statewide</b>			
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>	
<b>Professional Knowledge</b>								
<b>Academic Content Areas</b>								
Art: Content Knowledge	133	2			8			
Biology: Content Knowledge, Part 1	231	1			5			
Chemistry: Content Knowledge	241	1			5			
Earth Science: Content Knowledge	571	1			1			
MS Mathematics: Content Knowledge	069	1			3			
Physical Education: Content Knowledge	090	1			2			
Physics: Content Knowledge	261	1			1			
Social Studies: Content Knowledge	081	2			4			
Spanish: Content Knowledge	191	1			2			
<b>Other Content Areas</b>								

Business Education	100	5			9		
Technology Education	050	1			3		
<b>Teaching Special Populations</b>							

<b>Table C-2</b>	<b>HEA - Title II 2001-2002 Academic Year</b>					
<b>Institution Name</b>	Southeast Missouri State University					
<b>Institution Code</b>	6655					
<b>State</b>	Missouri					
<b>Number of Program Completers Submitted</b>	18					
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	18					
	<b>Statewide</b>					
<b>Type of Assessment<sup>2</sup></b>	<b>Number Taking Assessment<sup>3</sup></b>	<b>Number Passing Assessment<sup>4</sup></b>	<b>Institutional Pass Rate</b>	<b>Number Taking Assessment<sup>3</sup></b>	<b>Number Passing Assessment<sup>4</sup></b>	<b>Statewide Pass Rate</b>
Aggregate - Basic Skills						
Aggregate - Professional Knowledge						
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	12	12	100%	43	43	100%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	6			15	15	100%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)				1		
Aggregate - Performance Assessments						
<b>Summary Totals and Pass Rates<sup>5</sup></b>	18	18	100%	59	59	100%

<sup>1</sup> The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

<sup>2</sup> Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

<sup>3</sup> Number of completers who took one or more tests in a category and within their area of specialization.

<sup>4</sup> Number who passed all tests they took in a category and within their area of specialization.

<sup>5</sup> Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

## **B. Missouri has asked each institution to include at least the following information.**

### **1. Institution Mission**

The mission statement of Southeast Missouri State University reads, "The purpose of the University is to provide students with high-quality, accessible and affordable educational programs responsive to the needs

of the region, the nation, and the world. Southeast is an “engaged” university supporting a wide array of research and public service programs that enrich and extend the learning environment.”

## **2. Educational Philosophy**

The mission of the College of Education is to prepare teachers, administrators and counselors for Missouri schools, and non-school personnel in the areas of community counseling, higher education, sport management and dance.

The priorities of the University and the College of Education are: to provide top quality academic programs with a liberal arts education core; to enhance access to a wide range of education programs throughout our service region; to provide service to the region; and to enhance the University community.

## **3. Conceptual Frameworks**

The Southeast Missouri State University College of Education seeks to prepare teachers, administrators and counselors by developing the skills and competencies needed by its students to become educated persons and successful, competent professionals. The overall goal for the College is "Excellence and Distinction in all Programs and Services." The conceptual framework identified by Southeast Missouri State University College of Education's professional community is best denoted as the Preparation of Competent, Caring, and Reflective Professional Educators.” Thus the theme of the College revolves around The Competent, Caring, Reflective Professional Educator, Administrator or Counselor." This section of the report describes the conceptual framework, its development, and its relationship to professional education standards.

### **Themes**

It is the collaborative belief of the faculty of the College of Education at Southeast Missouri State University and the professional community of educators who work with the College to prepare future educators of all levels, that any overarching statement or theme must encompass a vision for the entire college and its constituent parts. That vision, encapsulated within a theme statement, is to prepare the pre-service teacher and to encourage and support the professional teacher, the administrator and the counselor in their efforts to at all times be, act and believe as caring, reflective and competent professionals in their respective domains.

Given that such a vision is an amalgam resulting from divergent constituencies, even within the broad field of education, it is important for us to be clear on what constitutes the foundational pieces on which this vision rests. While the primary tenets of this vision are our collective belief that to be a professional in education, including the different modalities of teaching, administration and counseling, one must perforce be caring, reflective and competent in both the personal and professional senses, equally important are the penumbra components that we believe are both required and evoked by those three attributes. These components are to be found in the collegially derived descriptions for teacher education, administrator education and counselor education. We have distilled the heart of our vision for each of these areas as separate descriptions, because we felt that while intertwined in the College and in the field, each approaches the key components in a manner and through curricular and pedagogical means commensurate to that field.

The general theme of the vision as noted above is that each of these areas endeavors to nurture and prepare the pre-service student and challenge and stimulate the continuing professional to be a caring, reflective and competent professional, which includes continuous endeavors to creatively incorporate technology throughout their individual subject area fields, to promote understanding and appreciation for diversity, and to demonstrate the continuous effort to develop, utilize and assess proficiencies according to the best standards as evidenced in professional, state and national standards

## **4. Program completers who teach in the private schools and out of state**

### **Private Schools:**

**Out-of-State:**